

C E Murray High

222 C. E. Murray Boulevard
Greeleyville, South Carolina 26056

Grades 7-12 Middle School

Enrollment 349 Students

Principal Sam Giles 843-426-2121

Superintendent Ralph C. Fennell, Jr. 843-355-5571

Board Chair Mrs. Barbara McKenzie 843-382-3980

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	45

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Below Average	Yes

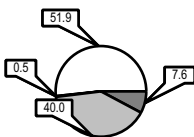
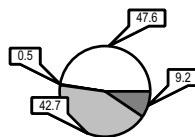
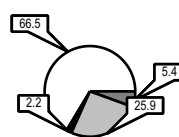
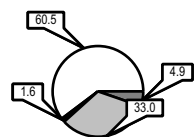
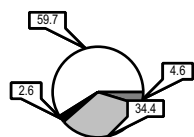
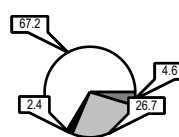
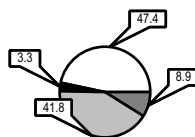
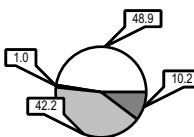
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	79.5	89.7
English 1	65.1	79.8
Biology 1/Applied Biology 2	38.8	43.4
Physical Science	36.5	27.9
All Subjects	51.2	82.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	199	100.0	51.9	40.0	7.6	0.5	12.4		
Gender									
Male	105	100.0	66.3	27.6	5.1	1.0	8.2		
Female	94	100.0	35.6	54.0	10.3	0.0	17.2		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S		
African American	193	100.0	52.0	40.8	6.7	0.6	11.7		
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S		
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	163	100.0	42.8	47.4	9.2	0.7	15.1		
Disabled	36	100.0	93.9	6.1	0.0	0.0	0.0		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	199	100.0	51.9	40.0	7.6	0.5	12.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	199	100.0	51.9	40.0	7.6	0.5	12.4		
Socio-Economic Status									
Subsidized meals	178	100.0	53.6	38.6	7.8	0.0	12.7		
Full-pay meals	21	100.0	36.8	52.6	5.3	5.3	10.5		

Mathematics – State Performance Objective = 36.7%									
All Students	199	100.0	47.6	42.7	9.2	0.5	16.8		
Gender									
Male	105	100.0	57.1	35.7	6.1	1.0	13.3		
Female	94	100.0	36.8	50.6	12.6	0.0	20.7		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S		
African American	193	100.0	48.0	42.5	8.9	0.6	16.8		
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S		
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	163	100.0	40.8	47.4	11.2	0.7	20.4		
Disabled	36	100.0	78.8	21.2	0.0	0.0	0.0		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	199	100.0	47.6	42.7	9.2	0.5	16.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	199	100.0	47.6	42.7	9.2	0.5	16.8		
Socio-Economic Status									
Subsidized meals	178	100.0	47.6	41.6	10.2	0.6	18.1		
Full-pay meals	21	100.0	47.4	52.6	0.0	0.0	5.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	199	100.0	66.5	25.9	5.4	2.2	7.6
Gender							
Male	105	100.0	69.4	24.5	4.1	2.0	6.1
Female	94	100.0	63.2	27.6	6.9	2.3	9.2
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	193	100.0	67.0	26.3	4.5	2.2	6.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	163	100.0	62.5	28.3	6.6	2.6	9.2
Disabled	36	100.0	84.8	15.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	100.0	66.5	25.9	5.4	2.2	7.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	199	100.0	66.5	25.9	5.4	2.2	7.6
Socio-Economic Status							
Subsidized meals	178	100.0	68.1	24.7	5.4	1.8	7.2
Full-pay meals	21	100.0	52.6	36.8	5.3	5.3	10.5

Social Studies							
All Students	199	100.0	60.5	33.0	4.9	1.6	6.5
Gender							
Male	105	100.0	65.3	26.5	5.1	3.1	8.2
Female	94	100.0	55.2	40.2	4.6	0.0	4.6
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	193	100.0	61.5	33.5	3.4	1.7	5.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	163	100.0	53.9	38.2	5.9	2.0	7.9
Disabled	36	100.0	90.9	9.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	100.0	60.5	33.0	4.9	1.6	6.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	199	100.0	60.5	33.0	4.9	1.6	6.5
Socio-Economic Status							
Subsidized meals	178	100.0	60.2	34.3	4.2	1.2	5.4
Full-pay meals	21	100.0	63.2	21.1	10.5	5.3	15.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	99	100.0	59.3	37.4	3.3	0.0	3.3
	8	83	100.0	25.3	63.3	10.1	1.3	11.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	101	100.0	56.4	37.2	5.3	1.1	6.4
	8	98	100.0	47.3	42.9	9.9	0.0	9.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	99	100.0	46.2	38.5	13.2	2.2	15.4
	8	83	100.0	22.8	69.6	6.3	1.3	7.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	101	100.0	54.3	34.0	11.7	0.0	11.7
	8	98	100.0	40.7	51.6	6.6	1.1	7.7
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	99	100.0	78.0	18.7	2.2	1.1	3.3
	8	83	100.0	57.0	39.2	2.5	1.3	3.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	101	100.0	60.6	27.7	8.5	3.2	11.7
	8	98	100.0	72.5	24.2	2.2	1.1	3.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	99	100.0	81.3	18.7	0.0	0.0	0.0
	8	83	100.0	55.7	44.3	0.0	0.0	0.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	101	100.0	69.1	20.2	7.4	3.2	10.6
	8	98	100.0	51.6	46.2	2.2	0.0	2.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 349)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	9.7%	16.7%
Retention rate	2.0%	Down from 11.1%	4.0%	2.5%
Attendance rate	96.9%	Down from 97.1%	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	N/A	N/A	0.5%	1.0%
Eligible for gifted and talented	6.3%	Up from 5.8%	7.0%	15.6%
On academic plans	34.9%	N/AV	55.5%	39.9%
On academic probation	0.0%	N/AV	3.4%	0.7%
With disabilities other than speech	19.1%	Down from 19.7%	14.7%	12.4%
Older than usual for grade	7.7%	Down from 16.5%	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.6%	1.8%	0.9%
Annual dropout rate	0.5%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	52.5%	Up from 40.5%	54.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	27.7%	N/A	17.3%	9.1%
Teachers with emergency or provisional certificates	35.9%	Up from 22.9%	13.5%	5.6%
Teachers returning from previous year	83.4%	Down from 86.4%	76.7%	84.6%
Teacher attendance rate	94.3%	Down from 94.8%	94.3%	94.8%
Average teacher salary	\$38,386	Up 1.0%	\$40,494	\$42,267
Prof. development days/teacher	13.1 days	Down from 23.5 days	11.6 days	11.9 days
School				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 29.2 to 1	19.0 to 1	21.1 to 1
Prime instructional time	90.3%	Down from 90.7%	87.5%	89.0%
Dollars spent per pupil*	\$7,182	Up 9.9%	\$7,502	\$6,243
Percent of expenditures for teacher salaries*	56.8%	Down from 58.8%	55.2%	59.8%
Percent of expenditures for instruction*	62.9%		63.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	75.1%	Down from 79.3%	93.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In the small rural town of Greeleyville, South Carolina, stands C. E. Murray High School, a hallmark of tradition and excellence. Our mission is to prepare students to become confident, competent, and responsible individuals through a positive environment where staff, parents, and the community work together to provide opportunities for students to reach their maximum potential in a global society. We believe in our children and their desire to succeed, and we work diligently to serve them as they explore the limitless opportunities before them.

Our students have met all state required performance objectives toward Adequate Yearly Progress for two consecutive years. Over twenty percent of our students are eligible for school and district honor roll status. Five percent of our seniors have scored over 1700 on the SAT, and fifteen percent of our eighth graders are Junior Scholars. We are very proud of these accomplishments and have great expectations toward increasing our measures of student success in the years ahead.

C. E. Murray High School has been honored in receiving several grants during this school year. We have become a Making Middle Grades Work site, as well as a High Schools That Work site. The goal of these programs is to increase student achievement through school-wide improvements. Key practices for the two programs include setting high expectations, increasing access to rigorous academic studies, and having each student actively engaged in the learning process. C. E. Murray is also partnering with the South Carolina Commission on Higher Education to implement the 2005 GEAR UP grant. This partnership will help us address gaps in students' academic performance and increase the number of students prepared to enter and succeed in postsecondary education. Closely related to the GEAR UP grant is our HEAP grant, a middle school transition program designed to assist middle level students in developing their social, cultural, and academic consciousness.

Our instructional program is designed to maximize the success of all students. In addition to our dedicated and highly qualified faculty, we offer courses in the following areas: Dual credit, Advanced Placement, college preparatory, and career and technology. Our students also take advantage of our school-to-work, shadowing, and transition opportunities provided throughout the year. Our after-school program provides tutoring in all subject areas and specialized assistance in preparing for the SAT, HSAP, and PACT. We have also initiated a Credit Recovery program for those students who require extra assistance in meeting state requirements for graduation.

To complement our instructional program, C. E. Murray offers additional support to our students and families through the parenting center, the Homework Hotline, and the School Improvement Council.

Our tradition of excellence has been the foundation of our success. We salute our students, families, and community members for their efforts in making C. E. Murray High School a great place to be.

Roberta L. Cumbee, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	88	84
Percent satisfied with learning environment	97.9%	60.5%	83.5%
Percent satisfied with social and physical environment	100.0%	65.5%	67.9%
Percent satisfied with school-home relations	77.8%	79.3%	82.5%

*Only students at the highest middle school grade level at this school and their parents were included.